

SOME BASICS AND APPROACHES TO FOREIGN LANGUAGE TEACHING

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Анотація

Методи та техніки, описані в статті, можуть дати викладачам іноземної мови базу, що дозволяє їм змінювати та адаптувати свою практику відповідно до потреб конкретних груп та осіб, яких вони навчають, у міру набуття досвіду.

Ключові слова: методологія, викладання мови, метод, підхід.

Abstract

The methods and techniques described in this article can give teachers of foreign language a base, allowing them to modify and adapt their practice to suit the needs of the particular groups and individuals they teach as they gain experience.

Key words: methodology, language teaching, method, approach.

Introduction: It is certainly true that simply being an expert user of English, whether as a native or non-native speaker, does not guarantee that someone will make a good teacher. The skills of teaching still have to be learned and the **purpose** of this article is to support the development of these skills[1] .

Research results

Learning to teach is a very practical activity – to a great extent we learn to teach by teaching. To support this practical development, there are such language teaching methods and approaches to use with learners:

- **Communicative Language Teaching** (using this methods, the communication becomes the driving force when we make decision on teaching methodology and course design. It is based on the premise that “knowing” a language involves being able to use that language effectively in real-life situations).
- **Structural approach** (which is based on the study fundamental structures of the English language, as a complex of grammatical rules”. This method of learning is common in language learning.
- **Functional approach** (to teaching and course design focuses not on traditional grammar structures, but on the meaning that people want to convey, such as making requests, agreeing, disagreeing, to share information, to get people’s needs met and so on).
- **Task-based learning** (The teaching focuses on completing a task, which in itself is interesting to the learners. For example: creating a presentation, writing a piece of text, essay, article, participating in a group debate or discussion and so on. Learners use the language they already have to complete the task, and there is little correction of errors. Task-based learning can be considered an example of a strong form of Communicative language teaching.
- **The Natural Approach** (in this case, communicative language teaching priorities an ability to communicate, over a knowledge of rules. There is no correction of mistakes [1].
- **The Autonomy Approach** (the concept of self-directed students learning at their own pace, away from the classroom. The teacher may also need to be a motivating force for learners to continue their studies outside the classroom and provide tasks to support this). It should also be remembered that the best language learners don’t need a teacher. In such case, teachers need in a way that helps to foster independence and in some cases teach specific study skills to support learners [2].

There isn't only one way to teach a language. Teachers can develop their skills by being prepared to reflect on their teaching and learn from their experiences, remembering that different teaching solutions will be required at different times.

Typically, language teaching is seen as being most effective when it is subordinated to learning. In other words, the teacher's job is to help learners to learn effectively, or to facilitate their learning. This subordination of teaching to learning can take several forms. One is considering the learner's needs and preferences when deciding both what and how to teach. This calls for a flexible approach to teaching because different contexts, and even individual learners, will have different needs [3]. In order to meet these needs, teachers must draw on a wide range of techniques, taking into account: *who are the learners, what are their needs, what are their expectations, the group size, and what material and resources are available?*

However and whenever language is presented, the key things for a teacher to ensure are that:

- The learners are engaged and interested. To these ends, teachers often try to elicit new language from learners to see if they already know it. For example, to elicit vocabulary a teacher may give a definition or example.
- Explanations are concise and clear and take account of the level of the learners.
- New explanations of language points are balanced with opportunities to communicate and practise what learners already know.
- Learning will be more effective when the more learners are involved in it.
- Make sure that learners see or hear new language again and again, not just in one lesson but over a series of lessons [4].
- Don't teach too much new language in one go. (For example, it is better to teach ten or twelve items of vocabulary and provide lots of practice than to teach thirty items with no practice because it is unlikely that the items will be remembered without practice).
- Give lots of examples of the new language in context. (This is very important, learners typically find examples helpful. Many researchers would argue that meeting and noticing new bits of language in context is a major influence on learning.
- Make sure that learners have the opportunity to use new language in communicative situations. Having opportunities to use new language to communicate with others is essential to learning a language.
- Write new language on the board or paper. This allows the learners to copy it down and revise it later. Learning new words is an important part of learning a new language [5]. As Wilkins wrote: "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". So, in an approach to teaching which values the ability to communicate, vocabulary is essential and it extends beyond the teaching of individual words to include phrases and common combinations of words [1]. A whole lesson may be spent on developing vocabulary and in this case would include suitable practice activities.

Conclusion: Summarizing all of the above, we should mention, that teachers need to remember that learners are individuals and will therefore have individual needs. As far as possible, teachers need to take these individual characteristics into account as they teach. The teacher cannot change the personalities of the learners but can ensure that the classroom feels relaxed and friendly environment so that language can be practiced and used in non-threatening atmosphere and, above all, it's important to respect their learners and learners' expectations at all times.

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